



Program Review Self-Study Template

Academic unit: History \_\_\_\_\_

College: Liberal Arts and Sciences \_\_\_\_\_

Date of last review 2011 \_\_\_\_\_

Date of last accreditation report (if relevant) n/a \_\_\_\_\_

List all degrees described in this report (add lines as necessary)

Degree American History \_\_\_\_\_ CIP\* code 54.0102 \_\_\_\_\_

Degree European History \_\_\_\_\_ CIP code 54.0103 \_\_\_\_\_

Degree Public History \_\_\_\_\_ CIP code 54.0105 \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
Travis Bruce _____	<u>4/1/2014</u>
Dehner, George _____	<u>3/27/14</u>
Dreifort, John _____	<u>3/31/14</u>
Henry, Robin _____	<u>3/27/14</u>
Hundley, Helen _____	<u>3/27/14</u>
Klunder, Will _____	<u>3-31-14</u>
Loftus, Ariel _____	<u>4-1-14</u>
Owens, Robert _____	<u>4/1/14</u>
Price, Jay _____	<u>3-31-2014</u>
Torbenson, Craig _____	<u>3-31-2014</u>
Weems, Robert _____	<u>3/28/14</u>

Submitted by: Jay M Price  
(name and title) Chair

Date 4-1-2014

In yellow highlighted areas,  
data will be provided

**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The purpose of the department of history at Wichita State University is to illuminate the forces that have shaped our world and to provide a historical perspective for the future. To accomplish those goals, the department offers a flexible program of study. While students may focus on a specific area of concentration, the program introduces them to a variety of classes that assures them a foundation for an integrated liberal education. Combined with courses in other disciplines, the study of history prepares students for entrance into a wide variety of career opportunities, including business, government, law, journalism, teaching, communications, public service, and the military. The department is working to give all WSU students a strong grounding in History and the Humanities.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The department is working to give all WSU students, both majors and nonmajors, a strong grounding in History and the Humanities. In this, it responds to the statement in The American Academy of Arts & Science's recent report, *The Heart of the Matter*: "The future will still need the human skills that the liberal arts promote, and perhaps will need them more than ever: skills in communication, interpretation, linking and synthesizing domains of knowledge, and imbuing facts with meaning and value."

In addition, the program advances the research goals of the university by engaging in scholarship in a variety of formats including books, articles, chapters, museum exhibitions, public talks, professional conference activities, and book reviews, among others.

d. Has the mission of the Program (s) changed since last review?  Yes X No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

This mission remains as a relevant and accurate reflection of what we do.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes X No

If yes, describe the changes in a concise manner.

**Goal #1: Students will possess a knowledge of American, European, and World history and geography.**

**Objective: Students will demonstrate knowledge of American, European, and World history and geography**

**Learner outcome: Each student will achieve a passing score of a A 'C' or better in all survey and upper division courses, based on the individual faculty's grading system, but within the broad definitions of the department's grading rubric.**

**Goal #2: Students will possess a knowledge of historical thinking, interpretations, and processes, and an ability to think critically and creatively with historical perspective and insight.**

**Objective: Students will demonstrate their general knowledge of history, the processes of historical inquiry, and their ability to relate information and concepts.**

**Learner outcome: Students will research, write, and submit for their file a research paper that addresses the particular topic within the context of comparative analysis and change over time. Students will also prepare and submit a book review.**

**Goal #3: Students will possess an awareness of human values and ability to articulate human cultural heritage.**

**Objective: Students will demonstrate their understanding of history, historical processes, and the nature of change in societies and cultures.**

**Learner outcome: All history majors are required to take History 698. In that class, students will engage in a systematic analysis of schools of historical thought, will explore change over time in class discussions, and will prepare narrative papers that examine their own ideas about history as an academic discipline. The paper will identify political, social (cultural), and economic forces that influence societies.**

**Goal #4:** Students will possess an ability to communicate effectively, both orally and in writing.

**Objective:** Students will be able to speak and write in an effective, professional, and scholarly manner.

**Learner outcome:** All history majors are required to take History 300. In that class, the student is introduced to skills necessary to research a topic, and then is required to submit a twenty-page research paper. Discussion is a major component of this class as well as in History 698.

### **Assessment**

At present, history majors are required to take 33 hours of history. Included in these hours are two methods classes: History 300 and History 698. The description for History 698 reads:

This capstone course engages students in a systematic analysis of major historians and schools of historical thought. Class assignments and discussions encourage students to examine their own ideas about history as an academic discipline.

One should note that history majors are required to write formally in all classes. While essays are generally a part of every exam in every history course, upper division courses require at least a book review and research paper. Consequently, the student will have ample opportunity to fulfill this evaluative component of the major.

In order to evaluate history majors, the following plan offers goal-orientated and outcomes-measurement tools. The department has a policy committee in place composed of four tenured faculty who advise the chair. This committee will serve as an assessment committee as well. The department will create and maintain a folder on each student who majors in history. Each history major will be required to write and submit for placement in a folder:

1. A book review assigned in any history class
2. Research paper from History 300
3. Systematic analysis of major historians and schools of historical thought from History 698.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	**	Juried	****	Juried	Non-Juried				
Year 1 Calendar Year 2013	4		See below at **		6						1			2	1	3 (two accepted)	Accepted total \$8,000 Not accepted \$50,000
Year 2 Calendar Year 2012	2		See below at **		6									4	5	1	\$4,500
Year 3 Calendar Year 2011	See below at *		See below at *		6 See below at *									1	1	See below at *	

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The department concerns about this section of the report given that books are listed at the end, almost as an "extra." Unlike the sciences, which use the article as the primary standard of research evaluation, the field of History relies on books as a critical standard of scholarship, with book chapters as additional outcomes comparable to articles. Moreover, in our field, book reviews count as scholarship and each year the department averages between 9 and 10 book reviews.

The production of books, chapters, and articles is doing well and is likely to improve as additional new faculty members come on board. All faculty conduct scholarship. Some activities such as books, take considerable time to result in final publication. Therefore, the figures above do not count the considerable works in progress that are scheduled to come out this year or the following year. Some of this is the work of faculty who are on sabbatical or have completed sabbatical.

In several cases, the considerable service loads of several faculty have curtailed their ability to conduct their own scholarship. In a small department, there are only so many people to serve a number of key service roles. The only way to address this is with new faculty who can help take on these responsibilities.

\* Since 2012, the department has started keeping more reliable records on faculty activity. Activities from 2011 are estimates based on dept. newsletter and other reports.

\*\* Several members of the department, including Robert Weems and Jay Price, conduct public presentations as part of their responsibilities and each give about six to twelve presentations a year. Other faculty members generally give one to three presentations a year.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

So far, the ACT scores do not seem to fluctuate much over the years with only minor variations. Increased enrollment in the fall will determine whether a higher quality undergraduate will be enrolling. ACT scores remain higher than the university average.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

The department maintains a degree of selectivity regarding who applies. In some borderline cases, a student is allowed provisionally pending improved scores once they begin taking classes. This would account for minor fluctuations in GPA.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Graduate students master the knowledge bases in U.S., Ancient/Medieval, European, and/or Public History congruent with option selected.	Requirements for HIS 729, 730, 733, 734. Requirements for HIS 725.	a. 90% of students who take seminars (HIS 729, 730, 733, or 734) will pass with a grade of B or higher. b. 90% of students will complete the requirements for HIS 725 with a grade of B or higher	See below	See below
Students will demonstrate effective writing skills when conveying knowledge base information.	Students will be able to produce seminar-length papers that summarize the literature on a given historical topic.	a. 90% of students who take seminars (HIS 729, 730, 733, or 734) will pass with a grade of B or higher. b. 90% of students will complete the requirements for HIS 725 with a grade of B or higher	See below	See below
Undergraduate students possess a knowledge of historical thinking, interpretation, and processes, and ability to think critically and creatively	Students will complete all requirements of History 300	90% of students will have earned a C grade or better	See below	See below
Students will possess an awareness of human values and ability to articulate human cultural heritage	Students will complete all requirements of History 698	90% of students will have earned a C grade or better	See below	See below

Assessment of CY 2011-2013								
Percentage with minimum grade (C) (number passed/total enrolled who completed the class/total enrolled)								
	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Avg. 2011-2013	Avg. 2009-2010
300	97% (11/12/12)	100% (13/13/13)	92% (12/13/13)	100% (13/13/13)	78% (7/9/9)	93% (13/14/15)	93.3%	
698	93% (13/14/14)	100% (14/14/15)	100% (16/16/16)	93% (14/15/15)	100% (12/12/14)	100% (11/11/11)	97.67%	
Percentage with minimum grade (B) (number passed/total enrolled who completed the class)								
701	N/A	100% (6/6/6)	N/A	100% (3/3/6)	N/A	92% (12/13/13)	97.3%	
725	N/A	93% 14/15/16	N/A	92% (12/13/13)	100% (6/6/6)	100% (14/14/15)	96.25%	
Am. Seminar	100% (8/8/8)	100% (16/16/16)	100% (16/16/16)	100% (14/14/15)	92% (12/13/13)	75% (3/4/5)	94.5%	
Eur. Seminar	AL	100% (15/15/15)			90% (9/10/10)	100% (9/9/9)		

\*2012's 701 was offered with an adjunct. Three students enrolled did not complete the class but the other three all passed with B or higher.

#### COMMENTARY:

Given the variety of courses that students take, the History Department has focused its assessment on the two core methodology classes required of all majors: History 300 (Introduction to Historical Research and Writing) and History 698 (Historiography). These courses include written work, activities that hone research skills, and other work essential to historical research and writing, regardless of the field of study. The professors who taught these classes graded the class materials according to the rubric written into the Department's assessment plan. In particular, the department holds that the research paper and book review, required in at least one if not both of these classes, are the best tools to evaluate learner outcomes. The focus is on developing skills, not just adding new content so whether student studies the Cold War, Ancient Greece, or the imagery of the Pink Panther in film, there are common skills and tools that they will utilize. The department continues to rotate the professors assigned to teach these courses. Consequently, all new faculty hired to teach in the department will be required to offer these courses within our rotation. That way, neither course will be taught by the same professor over and over.

According to our assessment plan, the department, represented by the Policy Committee and chair, meets periodically to ascertain that students who enroll in History 300 and/or History 698 earn a C or better for the research paper and book review in these classes. A student has had to complete at least one assignment to include in the assessment. The percentage of students who receive a passing grade in both courses seems to



justify this plan as a valid assessment tool, particularly since the courses are taught by different faculty on a rotating basis.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result (percent satisfied or very satisfied)	National Comparison±
2013		End of program exit	100% Gr. 84.2% Undergr	N/A
2012		End of program exit	72.7% Gr 91.7% Undergr.	N/A
2006 to 2010		End of program exit	78% Gr. N/A Undergr	N/A

The department is concerned that students have a good experience that is positive and worthwhile towards their goals.

Regarding undergraduate students, there is improvement in the numbers but more needs to be done. Toward that goal, the department has been working with the undergraduate advisor and with LAS advisors to better familiarize all involved with courses and expectations. The department is convinced that students' issues often relate to "self-advising" and could be addressed if better contact between students, faculty, and advisors could address situations before they got serious.

Regarding graduate students, the numbers over the past two years show improvement for graduates and slight decline for undergraduates, but in both cases numbers are small enough for one or two students who had a bad experience can effect dramatically the results. One activity that the department has taken up on recent years to address this is to establish a regular graduate student orientation in the fall of each year. This familiarizes students (and new faculty) with departmental and university processes and gives existing students a reminder of what to expect. In many cases problems with graduation and student satisfaction went back to misunderstandings about how certain processes took place and what was expected. The department is convinced that the better oriented the student is, the better they will be able to navigate through their graduate studies.

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> <li>○ Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>○ Think critically and independently</li> <li>○ Write and speak effectively</li> <li>○ Employ analytical reasoning and problem solving techniques</li> </ul>		

Course content in courses with General Education listing	See Section 3 chart regarding HIST 300 and HIST 698.	All general education related courses offer opportunities to think critically, write, conduct analytical reasoning.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

**N/A**

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

**N/A**

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

**N/A**

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

**As per VPAA policy, syllabi are to include a statement about credit hour definitions regarding hours.**

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

**A number of scholarships and awards are available for both undergraduate and graduate students. Scholarships for undergraduates include the Henry Onsgard Scholarship for academic achievement, the Marie Graham Scholarship for academic achievement, the Constance Louise Routh Decker-Kansas**

**Daughters of the American Revolution Endowed Scholarship, the Lee and Helen Kamen Scholarship and the Bill and Donna Ard Endowed Scholarship. Papers are eligible for the Lee and Helen Kamen as well as the Douglas Bendell Award for outstanding paper in History 300 and the John Rydjord Jr. Award for outstanding paper in an upper division history course. In addition to Graduate teaching assistantships, graduates students are eligible for the John L Rydjord Award for academic achievement. Graduate papers may be submitted for the Fiske Hall Award for outstanding paper in a non-seminar history course and the Fiske Hall Seminar Award for outstanding paper in a history seminar course. These awards are offered to candidates each year.**

**The department also maintains oversight of the Gamma Rho Chapter of Phi Alpha Theta, the national history honor society and the Society of Public Historians, a student group affiliated with the Public History program.**

**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1							↓
Year 2							
Year 3	\$52,480 per year \$25.23 per hour						

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

These days, it is almost fashionable to condemn a History major as an obsolete relic. History is right up there with those degrees pundits say are bad investments. Yet our alumni show a wide range of occupations and pursuits. Among them are Julie Courtwright, assistant professor at Iowa State University. Others alums take their passion for history in other directions, such as Nick Wyant, who now serves as a reference librarian at Indiana University. Then, there are the alums such as the late Sheldon Kamen, for whom history served as the basis of a rich and influential career in business and politics. Jobs in History can be very competitive and hard to get. History serves as the basis for so many careers. On our alumni list, you will see the names of attorneys, entrepreneurs, clergy, military officers, and many others. Recent graduates are now in, or pursuing further education in K-12 teaching, law, Ph.D. graduate work, among other venues.

The department does prepare graduate students for academic jobs while the Public History Program trains students to engage in a wide range of careers. Among recent graduates from the past three years is a museum director, a two museum educators, a local history librarian, an adjunct teacher, a records manager, and the

associate director of the Waan Aelon in Majel, a grass roots organization in the Marshall Islands. Several are pursuing graduate education at the Ph.D. level.

A History major provides students with an important skill set for any number of career paths. The ability to write, think, and analyze data critically, and to express oneself with precision and clarity, are foundational to both History and a liberal education in general. These are also skills that many fields, especially business, often find wanting in new employees. The general decline of high school graduates' preparedness in basic communicative skills - see Bob Wise's "High Schools at the Tipping Point" in *Educational Leadership* vol. 65 #8 (May 2008) – makes History's emphasis on writing especially crucial for young people about to enter the workforce. The American Historical Association (<http://www.historians.org/pubs/Free/careers/Index.htm>) noted that undergraduate History majors have an exceptionally broad selection of careers to choose from: "advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher. ... More specifically, though, with your degree in history you can be an educator, researcher, communicator or editor, information manager, advocate, or even a businessperson." The WSU History Department has been particularly fortunate in securing generous donations from History alumni who went on to more lucrative endeavors like business or law. According to [payscale.com](http://www.payscale.com/best-colleges/degrees.asp) - <http://www.payscale.com/best-colleges/degrees.asp> - history majors can expect starting salaries of about - \$38,500, with a mid-career median of - \$73,000.

Therefore, limiting career expectations to those who call themselves "Historians" misses the point entirely. This is not a major like accounting or dental hygiene, which has a defined career pool to enter with the completion of a B.A. or B.S. At a recent conference, a statement that emerged in a conversation about History and careers was that "History gives you the skills for your second and third jobs, not (just) your first." With people changing jobs several times in a lifetime, with old fields changing and new ones emerging, we need to be preparing graduates who don't just succeed on one career, but have the skills to adapt and move up as their lives change. A person can get an entry level job with many degrees. To move up, however, especially into management, requires skills in writing, analysis, understanding of global trends, and the ability to piece together situations from disparate facts and viewpoints. This is where the study of History comes in. A 2012 survey by the *New York Times*'s "economix" blog (<http://economix.blogs.nytimes.com>) found that History was among the top ten majors of the "1%-ers": comprising the backgrounds of 3.3% of the nation's wealthiest (Finance majors, by the way, made up 2.7%).

The study of History is a lifelong grounding in the world around us, a set of tools to better appreciate and understand the persons, ideas, and events that shape our lives today. What History offers is the root of something far more creative, dynamic, and yes, marketable. To quote the *Heart of the Matter*:

*To be sure, the nation must devote the resources necessary to sustain a strong scientific and technological enterprise. Education, funding, and infrastructure in the physical and biological sciences have been critical to extraordinary advances of the past century. But few would suggest that these disciplines constitute a complete education. The humanities and social sciences are just as essential for the inventiveness, insights, career flexibility, and personal fulfillment of the American people.*

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

**The statistics on enrollment statistics is complicated. The good news is that departmental majors maintain, and in recent years for graduate students, have improved in terms of numbers.**

Major & student level:	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Total	3,239	3,166	3,373	3,103	3,483	3,393	3,293
Program UG majors	444	408	408	408	411	432	440
Program GR majors	224	298	282	294	234	241	253
Non-program majors	2,571	2,460	2,683	2,401	2,839	2,720	2,600
Total	100%	100%	100%	100%	100%	100%	100%
Program UG major	13.7%	12.9%	12.1%	13.1%	11.8%	12.7%	13.4%
Program GR major	6.9%	9.4%	8.4%	9.5%	6.7%	7.1%	7.7%
Non-program majors	79.4%	77.7%	79.5%	77.4%	81.5%	80.2%	79.0%

The department's credit hour (SCH) story over the past several years is a complicated one. There is no denying that overall hours have gone down. In particular, this decline has been in the area of lower division, survey courses. The department has been looking into this over the past year. One facet is that lower division History courses tend to be among the most popular for students to take at the community college level. Whether this alone accounts for the decline is something that will require more study.

There is more to this story, however. Our upper division courses at the 500 level are up and our graduate level courses are maintaining themselves. This suggests that the department is attracting those students who have already taken some of the basic courses.

The department offers Kansas history, which is required of all students in the teacher licensure program, and a number of courses in the teacher education general education, elementary, and secondary licensure programs. History offers undergraduates a B.A. in History and a B.A. in International Studies. The latter prepares students for careers in international organizations, U.S. government, and international business. Graduate students may specialize in either U.S. or European history for their M.A., and our Public History program trains grad students to serve as museum or archival personnel – many work in that capacity now in Kansas and surrounding states. In addition,

the program's general education contributions and work with students from related disciplines – Philosophy, Women's Studies, Anthropology, English, etc., reinforce the overall mission of LAS.

Over the summer and fall of 2013, the department had a chance to look at credit hour production broken out by level of course and type of course. Certain courses drew well, particularly those that relate to student's personal interests including local history (History of Wichita and History of Kansas), sports (History of Baseball), and the Holocaust. Moreover, we have been limited in what we can offer due to recent retirements. A new modern Europeanist with a focus on German history will be able offer several courses that will draw well.

Moreover, the department always makes sure to offer an array of upper division courses in the evenings and the summer to accommodate working students.

Equally significant, the department offers more than mere credit hour production, as important as that is. For example, the department

- Offers key classes that are integral for the Medieval Studies Certificate, an Asian Studies Certificate, and International Studies Major.
- The Public History Program encourages students to take relevant classes from Anthropology, Public Administration, Communications, and Business, among others. In turn, students from those areas are encouraged to take our courses.
- Several of our courses are cross listed with departments such as Women's Studies, Religion, and Ethnic Studies.
- The department will offer these and other courses that serve the General Honors program, the Ulrich Museum of Art and the College of Education

**6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Majors demonstrate ability to conduct and present original historical research with primary sources.	Course grade of 'C' or better for History 300	2008 – 92% 2009 – 84.6% 2010 – 87.5% 2011 - 98.5% 2012 - 96% 2013 - 85.5%
	Majors demonstrate working knowledge of various schools of historical thought and intellectual change over time.	Course grade of 'C' or better for History 698	2008 - 90.3% 2009 – 90% 2010- 86.6% 2011 - 96.5% 2012 – 96.5% 2013 – 100%



## 7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

**The History Department continues to produce cost-efficient credit hours and to maintain high standards of faculty scholarship. Our students continue to receive an education that prepares them for a host of careers and activities after graduation, including graduate studies at first tier research institutions. History majors, especially in the field of social science and related education, can expect a continuing need for their services.**

**One area of significant concern is the reduction, largely through un-replaced retirements, of the History faculty, which now numbers only 10, where it was 15 only seven years ago. For example, we have counted at least 8 prospective graduate students who did not apply when they learned that we no longer had a Medieval specialist. This gap in our offerings could do serious damage to our M.A. program in the coming years, as Medieval was our second-most popular graduate specialization after U.S.**

### **Dept. Opportunities:**

- If allowed to fill faculty vacancies, the current academic job market offers an enticing array of exceptionally qualified, dynamic candidates who could significantly improve the breadth and depth of the department's teaching and research/publishing capabilities.
- Diversity – in methodology, experience and elsewhere – could be dramatically improved, strengthening our ability to serve an increasingly diverse student population in an increasingly interconnected, globalized learning environment.

### **Dept. Threats: -**

-salary compression will likely make recruiting and retaining best quality faculty more difficult if current trends continue. Our department faculty numbers are half that of peer institutions.

-faculty attrition remains the single greatest threat to our program, as each loss noticeably diminishes our capabilities to offer the broad-based learning experience that our students deserve and demand. Similar sized (and even smaller) universities will soon be able to overtake our recruiting and retention efforts if this trend continues, simply for our want of faculty to offer courses in popular fields – Medieval, Modern Europe, American, and Public History.

- Public History remains a one person endeavor that has in the past relied on adjuncts, support that may change in the future given retirements and other trends. Quality Public History programs today have at least two if not more specialists and continuing the practice of one person programs with adjuncts increasingly is becoming the hallmark of second-tier programs.

- Goals:**
- 1) Restore faculty lines.**
  - 2) In so doing, increase faculty diversity.**
  - 3) Continue, or even exceed, current levels of scholarly production and teaching excellence.**

**Provide assessment here:**

**History is considered a foundational discipline for Liberal Arts education, and therefore vital for any comprehensive university. The History Department at WSU makes a significant contribution to its college, its university, and the state of Kansas. Through its many General Education survey courses, as well as specifically required courses for Kansas teachers, such as The History of Kansas, the Dept. contributes to education in the state on a great many levels. History Dept. faculty are nationally recognized scholars as well, furthering the greater base of academic knowledge through their research, publications, and presentations.**

**The History Dept. continues to draw high-quality students, with majors' median ACT scores being higher than the University average. Our majors receive, especially through History 300 and History 698, good practical training in the skills necessary to gather, analyze, and present historical data to a broader audience. Our students, graduate and undergraduate, through participation in our *Fairmount Folio*, also receive firsthand experience in scholarly publication. Data indicates that employers' demand for History and related B.A.s is growing, and we must strive to meet that demand while maintaining quality control. Our graduate students report a high level of satisfaction with the program, and we take great pride in having sent some of them on to prestigious research universities to further their training.**

**The History faculty continue to publish their research, despite a number of budgetary handicaps in recent years, as well as to consistently display a commitment to excellent teaching.**